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ABSTRACT

In 1988, Assembly Bill (AB) 1725 directed the governing boards of the University of California (UC), the California State University (CSU), and the California Community Colleges to jointly develop, maintain, disseminate, and adopt a common core curriculum in general education for the purpose of facilitating student transfer between institutions. In 1986, all three academic senates had already begun work on a common curriculum in response to recommendations from California's legislative Review of the Master Plan for Higher Education. By February 1990, all three senates had approved the curriculum, with implementation scheduled for fall 1991. Completion of this Intersegmental General Education Transfer Curriculum (IGETC) permits a student to transfer from a community college to the CSU or UC system without taking additional general education (GE) courses to satisfy campus GE requirements. The IGETC calls for a student to complete specified courses in the following subject areas: English/Communications, Mathematics, Arts and Humanities, Social and Behavioral Sciences, and Foreign Language. The IGETC agreement does not specify the individual courses to fulfill each of these requirements, nor does it list the procedures to be followed by community colleges in certifying that students have completed the IGETC. This report reviews the relevant AB 1725 legislation, summarizes the general contents of the IGETC courses, and describes the plans for its implementation and dissemination. The full text of the IGETC agreement and the names of the IGETC Committee members are appended. (JMC)

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ED326271

ADOPTION OF THE INTERSEGMENTAL GENERAL EDUCATION TRANSFER CURRICULUM

BY

Rita Cepeda

Discussed as Agenda Item 15 at a meeting of the Board of Governors of California Community Colleges (Sacramento, CA, January 10-11, 1991).

JC910005

California Community Colleges, Sacramento.
Office of the Chancellor

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ADOPTION OF THE INTERSEGMENTAL GENERAL EDUCATION TRANSFER CURRICULUM 15

First Reading, Action Pending, March Board Meeting

Background

Assembly Bill 1725 (Chapter 973, Statutes of 1988) directed the governing boards of the University of California, the California State University, and the California Community Colleges, with appropriate consultation with the Academic Senates of the respective segments, to jointly "develop, maintain, and disseminate a common core curriculum in general education for the purpose of transfer," and to adopt that curriculum.

In 1986, well before the passage of AB 1725, the three academic senates, encouraged by similar recommendations of the Commission to Review the Master Plan for Higher Education and the Joint Legislative Committee to Review the Master Plan, began work on the common curriculum. Headed by a special committee of the Intersegmental Committee of the Academic Senates (ICAS), that effort continued for three years, with review and field input at various stages from all three segments. By February 1990, all three senates had approved the curriculum in plenary session. In August, the curriculum was transmitted to the chief executive officers of the three segments for adoption by their respective governing boards with an implementation date of Fall 1991.

Analysis

The Intersegmental General Education Transfer Curriculum calls for a student to complete specified courses in the following subject areas: English/Communications, Mathematics, Arts and Humanities, Social and Behavioral Sciences, Physical and Biological Sciences, and Language Other Than English. The contents of the Curriculum are summarized in the report that follows, as are the plans for its implementation and dissemination. The full text of the Curriculum is contained in Appendix A.

This agenda item is being presented to the Board of Governors at its January 1991 meeting for initial review and comment. At a subsequent meeting, the Board

will be asked to adopt a formal resolution approving the adoption, implementation, and dissemination of the Intersegmental General Education Transfer Curriculum.

Staff Presentation: *Rita Cepeda, Interim Vice Chancellor Academic Affairs*

Adoption of the Intersegmental General Education Transfer Curriculum

Background

Assembly Bill 1725 (Chapter 973, Statutes of 1988) directed the governing boards of the University of California, the California State University, and the California Community Colleges, with appropriate consultation with the Academic Senates of the respective segments, to jointly "develop, maintain, and disseminate a common core curriculum in general education for the purpose of transfer," and to adopt that curriculum. The full text of that directive, as incorporated in the *Education Code*, reads as follows:

> **66720.** The Board of Governors of the California Community Colleges, the Regents of the University of California, and the Trustees of the California State University, with appropriate consultation with the Academic Senates of the respective segments, shall jointly develop, maintain, and disseminate a common core curriculum in general education courses for the purposes of transfer. Any person who has successfully completed the transfer core curriculum, shall be deemed to have thereby completed all lower division general education requirements for the University of California and the California State University.
>
> **66721.** Upon development of the transfer core curriculum pursuant to Section 66720, and upon any subsequent joint revision of that curriculum, the Board of Governors of the California Community Colleges, the Regents of the University of California, and the Trustees of the California State University shall jointly cause the curriculum to be published and distributed to each public school in this state that provides instruction in any of the grades 7 to 12, inclusive, and to each community college in this state, with an emphasis on the communication of that information to each school or college having a high proportion of students who are members of one or more ethnic minorities. In addition, the Board of Governors shall distribute that transfer core curriculum to the State Board of Education, which shall apply that information to ensure, through its curriculum development activities, that public school pupils enrolled in any of the grades 9 to 12, inclusive are aware of the academic requirements for preparation for higher education and may receive any necessary academic remediation in a timely manner.
>
> **66723.** No provision of this chapter shall apply to the University of California except to the extent that the Regents of the University of California, by appropriate resolution, makes that provision applicable.

This action of the Legislature followed from recommendations in reports of the Commission to Review the Master Plan for Higher Education and the Joint Legislative Committee to Review the Master Plan. Both reports decried the confusing multiplicity of general education course requirements of the State University system

and the individual campuses, colleges, and programs of the University of California as a barrier to students who wished to transfer. The solution, all agreed, was the creation of a common set of lower-division, general education requirements that could serve as a basis for transfer to all campuses of both segments.

The Intersegmental Committee of the Academic Senates (ICAS) took up the task of responding to those recommendations in the fall of 1986, well before the AB 1725 directive took effect. (The members of ICAS committee who developed the basic proposal are listed in Appendix B.) A year earlier, the California State University (CSU) had adopted a systemwide general education pattern of courses, and, faculty at the University of California (UC) had conducted a series of studies of the general education and lower division major requirements in several disciplines.

These separate but complimentary efforts served as a common meeting ground for development of the Intersegmental General Education Transfer Curriculum (IGETC). In less than two years, agreement had been reached on 12 of the 13 necessary courses. The final area of agreement, which concerned the nature of the second course in the "English Communications" area, was reached more than a full year later.

In the meantime, the University of California adopted the 37-unit "interim" agreement as its systemwide Transfer Core Curriculum (TCC). The TCC will be superseded by the IGETC in Fall 1991, following the latter's adoption by the three governing boards.

Content of the Intersegmental Curriculum

The full text of the Intersegmental General Education Transfer Curriculum is contained in Appendix A. Its basic requirements are summarized below in a statement that has been endorsed by ICAS.

Intersegmental General Education Transfer Curriculum (IGETC)

Summary Outline

Completion of the Intersegmental General Education Transfer Curriculum (IGETC) will permit a student to transfer from a community college to a campus in either the California State University or University of California system without the need, after transfer, to take additional lower-division, general education courses to satisfy campus G. E. requirements.

It should be noted that completion of the IGETC is not a requirement for transfer to CSU or UC, nor is it the only way to fulfill the lower-division, general education requirements of CSU or UC prior to transfer. Depending on a student's major and field of interest, the student may find it advantageous to take courses fulfilling CSU's general education requirements or those of the UC campus or college to which the student plans to transfer.

English Communications:	One course, English composition, 3 sem./4-5 qtr. units; this course is a prerequisite to critical thinking
	One course, critical thinking-English composition, 3 sem./4-5 qtr. units; strong emphasis on writing; prerequisite: English composition
	One course, oral communications[a], 3 sem./4-5 qtr. units
Mathematics:	One course, mathematics/quantitative reasoning 3 sem./4-5 qtr. units
Art and Humanities:	Three courses, at least one course in arts and at least one course in humanities, 9 sem./12-15 qtr. units
Social and Behavioral Sciences:	Three courses in at least two disciplines within subject area, 9 sem./12-15 qtr. units
Physical and Biological Sciences:	Two courses, one course in each area, and at least one must include a laboratory, 7-9 sem./9-12 qtr. units
Language Other Than English:	Proficiency equivalent to two years' high school study[b]

[a] Students transferring to UC do not have to meet the oral communications requirement.
[b] Students transferring to CSU do not have to meet the proficiency in Language Other Than English requirement.

Implementation of the Intersegmental Curriculum

As may be seen readily from the above summary, the IGETC document establishes agreement on:

- the five basic areas of general education, plus the foreign language proficiency;

- the number of courses and units required for each basic area; and
- the fundamental characteristics of courses that may be applied in each area.

The IGETC document does not, however, specify the individual courses that will fulfill each of those requirements. Each community college will have to identify and propose the courses that will apply to each requirement. The Chancellor recently transmitted a letter from the three segmental faculties to the community colleges requesting that the first such lists of courses be submitted for intersegmental review by March 15. By May 31, colleges will be advised of the courses from that list approved for the Curriculum. These first lists are regarded as constituting "Phase One," with refinements and additions occurring in Phase Two for Fall 1992.

The IGETC document also does not spell out the procedures to be followed by community colleges certifying that students have completed the requirements of the IGETC. However, the Intersegmental Committee has begun work on common certification forms and procedures, which will be provided to the colleges during Spring 1991. Appendix C lists the members of the IGETC Committee.

Dissemination of the Intersegmental Curriculum

AB 1725 requires that the three segments jointly disseminate the Intersegmental General Education Transfer Curriculum, once it is approved, to all secondary schools in California and to the State Board of Education. The purpose is to encourage schools to provide the appropriate preparation to students who wish to attend college. When the IGETC has been adopted by all the segments, Chancellor's Office staff will work through the Intersegmental Coordinating Council to meet the dissemination requirement.

Recommended Action

This agenda item is being presented to the Board at its January 1991 meeting for initial review and comment. At a subsequent meeting, the Board will be asked to adopt a formal resolution adopting the Intersegmental General Education Transfer Curriculum as Board policy, and to direct the Chancellor, with assistance from the Academic Senate, to collaborate with the University of California and the California State University in achieving effective implementation of the Curriculum for use by students in Fall 1991.

The Board also will be asked to direct the Chancellor to see that the dissemination activities required by AB 1725 are fully executed and to urge the districts to make the IGETC option known to all students who may wish to transfer.

APPENDIX A

INTERSEGMENTAL GENERAL EDUCATION TRANSFER CURRICULUM

Completion of the Intersegmental General Education Transfer Curriculum (IGETC) will permit a student to transfer from a community college to a campus in either the California State University or University of California system without the need, after transfer, to take additional lower-division, general education courses to satisfy campus G.E. requirements.

It should be noted that completion of the IGETC is not a requirement for transfer to CSU or UC, nor is it the only way to fulfill the lower-division, general education requirements of the CSU or UC prior to transfer. Depending on a student's major and field of interest, the student may find it better to take courses fulfilling the CSU's general education requirements or those of the UC campus or college to which the student plans to transfer. Students pursuing majors that require extensive lower-division preparation may not find the Intersegmental General Education Transfer Curriculum option to be advantageous.

Since the development of the 1960 Master Plan, ease of transfer has been the cornerstone of California's three-tiered system of higher education. Transfer issues were therefore central to the concerns of Commissioners and Legislators who recently examined and "renewed" the Master Plan for Higher Education in California.

The Academic Senates of the University of California, the California State University, and California Community Colleges responded early and quickly to the concerns about transfer raised by the Legislature and the Commission to Review the Master Plan. Among those concerns was a recommendation for the creation of a general education transfer curriculum. As faculty we share fundamental convictions about the purposes of General Education. General Education should develop students' abilities to think; general education courses should not merely transmit information, but should require analysis, criticism, and synthesis. One of the most effective tools for achieving these goals is the written essay, evaluated with attention to the quality of its writing as well as the accuracy of its content, and, as appropriate, general education courses should require significant amounts of writing. In addition, speaking, listening, and reading are important skills that general education courses should foster. Participation in the intellectual and cultural life of our society requires ability in verbal communication of all kinds.

Courses in the transfer curriculum should be culturally broad in their conception. They should help students understand the nature and richness of human culture and social structures through a comparative approach and have a pronounced historical perspective. They should recognize the contributions to knowledge, civilization, and society that have been made by women and members of minority groups.

Similarly, one of the most useful things that students should get from their general education is an understanding of the modes of inquiry that characterize the different areas of human thought: the nature of the questions that can be addressed, the way questions are formulated, the way analysis is conducted, and the validity and implications of the answers obtained.

General education should be intellectually challenging; indeed, it must be to do a responsible job of preparing students for entry into the upper division of our four-year institutions and for full participation in the life of the state. It is equally clear that participation in such a curriculum itself requires adequate preparation. General education builds upon adequate high school preparation, and poor preparation may require students to take remedial courses prior to entry into the transfer curriculum.

Both the California State University and the University of California have a specific American Institutions requirement that is separate from their general education requirements. Completion of the Intersegmental General Education Transfer Curriculum will not satisfy this requirement.

All courses offered towards satisfaction of the requirements of the Intersegmental General Education Transfer Curriculum must be baccalaureate in level and must be acceptable for transfer among all segments of public postsecondary education. Advanced Placement credit that is considered equivalent to a course accepted for credit towards the Transfer Curriculum should also be acceptable. Except for the American Institutions requirements, double counting of courses (i.e., using one course to meet more than one university requirement) is not limited by the IGETC.

The following requirements are listed in terms of the number of courses specified for each designated area and the minimum number of semester and quarter units so represented.

Subject Area: English Communication
(3 courses; 9 semester, 12-15 quarter units)*

The English Communication requirement shall be fulfilled by completion of three semesters or nine units of lower-division courses in English reading and written composition (1 course), critical thinking-English composition (1 course), and oral communication* (1 course). Successful completion of the course in reading and written composition shall be prerequisite to the course in critical thinking-English composition. The second semester of English composition required by the University of California may be met by those courses in critical thinking taught in a variety of disciplines which provide, as a major component, instruction in the composition of substantial essays and require students to write a sequence of such essays. Written work shall be evaluated for both composition and critical thinking. Texts chosen in this area should reflect an awareness of cultural diversity. Courses designed exclusively for the satisfaction of remedial composition cannot be counted towards fulfillment of the English composition requirement.

Instruction approved for fulfillment of the requirement in communication is to be designed to emphasize the content of communication as well as the form and should provide an understanding of the psychological basis and the social significance of communication, including how communication operates in various situations. Applicable course(s) should view communication as

* Students transferring to UC do not have to meet the oral communication requirement.

the process of human symbolic interaction focussing on the communicative process from the rhetorical perspective: reasoning and advocacy, organization, accuracy; the discovery, critical evaluation and reporting of information; reading and listening effectively as well as speaking and writing. This must include active participation and practice in written communication and oral communication.

Instruction in critical thinking is to be designed to achieve an understanding of the relationship of language to logic, which should lead to the ability to analyze, criticize, and advocate ideas, to reason inductively and deductively, and to identify the assumptions upon which particular conclusions depend. The minimal competence to be expected at the successful conclusion of instruction in critical thinking should be the ability to distinguish fact from judgment, and belief from knowledge, to use elementary inductive and deductive processes, and to recognize common logical errors or fallacies of language and thought.

Subject Area: Mathematical Concepts and Quantitative Reasoning
(1 course; 3 semester, 4-5 quarter units)

The Mathematical Concepts and Quantitative Reasoning requirement shall be fulfilled by completion of a one-semester course in mathematics or statistics above the level of intermediate algebra, with a stated course prerequisite of Intermediate Algebra.* Courses on the application of statistics to a single discipline may not be used to fulfill this requirement. An appropriate course in statistics must emphasize the mathematical bases of statistics, probability theory and estimation, application and interpretation, uses and misuses, and the analysis and criticism of statistical arguments in public discourse.

Because knowledge relevant to public and private decision making is expressed frequently in quantitative terms, we are routinely confronted with information requiring quantitative analysis, calculation, and the ability to use and criticize quantitative arguments. In addition, many disciplines require a sound foundation in mathematical concepts. The requirement in Mathematical Concepts and Quantitative Reasoning is designed to help prepare students to respond effectively to these challenges.

Subject Area: Arts and Humanities
(at least 3 courses; 9 semester, 12-15 quarter units)

The Arts and Humanities requirement shall be fulfilled by completion of at least three courses which encourage students to analyze and appreciate works of philosophical, historical, literary, aesthetic and cultural importance. Students who have completed this requirement shall have been exposed to a pattern of coursework designed to develop a historical understanding of major civilizations and cultures, both Western and non-Western, and an understanding and appreciation of the contributions and perspectives of women and of ethnic and other minorities. In the Arts, students should also learn to develop an independent and critical aesthetic perspective.

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* See the description of "Algebra 2," *Statement On Competencies In Mathematics Expected Of Entering Freshmen - 1988*, revised February, 1988.

At least one course shall be completed in the Arts and one in the Humanities. Within the arts area, performance and studio classes may be credited toward satisfaction of this subject area if their major emphasis is the integration of history, theory, and criticism. Courses used to satisfy the CSU United States History, Constitution and American Ideals requirement, and the UC American History and Institutions requirement may not be counted in this area but may be taken prior to transfer.

The Arts and Humanities historically constitute the heart of a liberal arts general education because of the fundamental humanizing perspective that they provide for the development of the whole person. Our understanding of the world is fundamentally advanced through the study of Western and non-Western philosophy, language, literature, and the fine arts. Inclusion of the contributions and perspectives of women and of ethnic and other minorities as part of such study will provide us a more complete and accurate view of the world and will enrich our lives.

Subject Area: Social and Behavioral Sciences
(at least 3 courses; 9 semester, 12-15 quarter units)

The Social and Behavioral Sciences requirement shall be fulfilled by completion of at least three courses dealing with individual behavior and with human social, political, and economic institutions and behavior in a minimum of two disciplines or in an interdisciplinary sequence. The pattern of coursework completed shall ensure opportunities for students to develop understanding of the perspectives and methods of the social and behavioral sciences. Problems and issues in these areas should be examined in their contemporary, historical, and geographical settings. Students who have completed this requirement shall have been exposed to a pattern of coursework designed to help them gain an understanding and appreciation of the contributions and perspectives of women and of ethnic and other minorities and a comparative perspective on both Western and non-Western societies. The material should be presented from a theoretical point of view and focus on core concepts and methods of the discipline rather than on personal, practical, or applied aspects. Courses used to satisfy the CSU United States History, Constitution and American Ideals requirement, and the UC American History and Institutions requirement may not be counted in this area but may be taken prior to transfer.

Courses in the Social and Behavioral Sciences allow students to gain a basic knowledge of the cultural and social organizations in which they exist as well as the behavior and social organizations of other human societies. Each of us is born into, lives, and must function effectively within an environment that includes other individuals. People have, from earliest times, formed social and cultural groups that constitute the framework for the behavior of the individual as well as the group. Inclusion of the contributions and perspectives of women and of ethnic and other minorities as part of such study will provide us a more complete and accurate view of the world and will enrich our lives.

Subject Area: Physical and Biological Sciences
(at least 2 courses; 7-9 semester, 9-12 quarter units)

The Physical and Biological Sciences requirement shall be fulfilled by completion of at least two courses, one of which is in Physical Science and one in Biological Science, at least one of which incorporates a laboratory. Courses must emphasize experimental methodology, the testing of hypotheses, and the power of systematic questioning, rather than only the recall of facts. Courses that emphasize the interdependency of the sciences are especially appropriate for non-science majors.

The contemporary world is influenced by science and its applications, and many of the most difficult choices facing individuals and institutions concern the relationship of scientific and technological capability with human values and social goals. To function effectively in such a complex world, students must develop a comprehension of the basic concepts of physical and biological sciences, and a sophisticated understanding of science as a human endeavor, including the limitations as well as the power of scientific inquiry.

OTHER

Language Other Than English*

Students shall demonstrate proficiency in a language other than English equal to two years of high school study. Those students who have satisfied the CSU or UC freshman entrance requirement in a language other than English will have fulfilled this requirement. This requirement may also be satisfied by demonstration of equivalent proficiency prior to transfer.

* Students transferring to CSU do not have to meet the requirement of a proficiency in a language other than English.

INTERSEGMENTAL GENERAL EDUCATION TRANSFER CURRICULUM (IGETC)

Summary Outline

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	One course, oral communication[a], 3 sem./4-5 qtr. units
Mathematics:	One course, mathematics/quantitative reasoning, 3 sem./4-5 qtr. units
Arts and Humanities:	Three courses, at least one course in arts and at least one course in humanities, 9 sem./12-15 qtr. units
Social and Behavioral Sciences:	Three courses in at least two disciplines within this subject area, 9 sem./12-15 qtr. units
Physical and Biological Sciences:	Two courses, one course in each area, and at least one must include a laboratory, 7-9 sem./9-12 qtr. units
Language Other Than English:	Proficiency equivalent to two years' high school study[b]

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[a] Students transferring to UC do not have to meet the oral communication requirement.

[b] Students transferring to CSU do not have to meet the proficiency in language other than English requirement.

APPENDIX B

Intersegmental Committee of the Academic Senates
1986-87

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President, Academic Senate
California Community Colleges

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Vice President, Academic Senate
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APPENDIX C

Intersegmental General Education Transfer Curriculum Committee Members

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